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ABSTRACT

The Committee on Institutional Cooperation is composed of representatives of the Universities of Chicago, Illinois, Indiana, Iowa, Michigan, Minnesota, and Wisconsin, and Michigan State University, Northwestern, Ohio State, and Purdue. The major purpose of the Committee is to strengthen higher education through voluntary cooperation, to avoid duplication of programs, and to reduce costs. The annual report consists of brief disucssion of the major activities of the CIC, which include a traveling scholarship program, a biometeorology graduate training program, foreign language programs, study-abroad programs, research projects on aeronomy, AID programs, computers, and conferences on a variety of topics. The report also contains brief descriptions of the CIC Subcommittees and the administrative groups, and a financial statement. (AF)

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The Committee on Institutional Cooperation

Representatives of eleven Midwestern universities
working to strengthen higher education
through voluntary cooperation
. . . avoiding duplication . . .
reducing costs

Annual Report 1969-70

This report is the record of a year's work conducted by eleven universities under a cooperative plan having some importance in the shaping of higher education in the United States.

As with all annual reports, much is necessarily left out. In the interests of an orderly account, the text omits mention of some of the frustrations that inevitably accompany attempts at cooperative action. And yet these too are part of the picture. Hence there is no intention to sweep them completely outside the printed account.

Cooperation, to be successful, takes staying power and a cost in hard effort. And there is always a "persistence crisis" accompanying the process of turning an idea into a project. In the experience of the CIC, however, these crises are simply thresholds to newer challenges and stronger accomplishments. Evidence for the latter, reflecting as it does the resourcefulness of our faculty members, leadership of the Presidents, and continuing commitment of the CIC members, is recorded in the following report on current programs.

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A Preface . . . from the Staff

The need for interdependence and cooperation among the institutions of modern society has never been more intense than it is today. Complex and difficult though the process often is, it is insistently called for when we consider that the large problems confronting society touch all sectors—government, education, business and industry, labor, the professions, the citizenry at large. Conflict seems everywhere at hand, and there is expectation on the part of some that, distressing though it is, such tension serves to identify real problems and the need for action toward solutions. But almost everyone agrees that there *must* be a better approach.

The university's role in this process of confrontation must indeed be carefully explored. As an institution of higher learning and research, it can and does assist in the identification of major problems. And it can and does move, through research and action programs, toward means of solution. But what it cannot do is to arrogate to itself roles which other segments of society must play in making these solutions viable over the long range.

In any rational view, then, emphasis must be placed upon an interlocking of roles in such a way that an efficacious distribution of effort results. The major task (and it is hardly an easy one) is the fashioning of linkages among the various segments of society in order to arrive at a concerted, rather than discontinuous, effort.

The best approach may well be the one seen in the old pioneer custom of barn-raising—in which some folk are called upon to sketch the design; others to muster the manpower;

still others to cut the wood and drive the nails; and all together to raise the walls. The entire effort is characteristically American, and it allows for argumentation over details. But it also places a responsibility on those who shout the most to keep silent long enough to hoist the walls.

In short, genuine cooperation is the key requisite in the quest for new quality in our society. And it is therefore not accidental that mechanisms like the CIC exist to help the universities—and society—to identify new needs and new approaches. Even a brief glance at the pages that follow will show that the CIC institutions are indeed mindful of their joint responsibilities for maintaining quality in the entire environment—of man living and man learning.

WILLIAM DEMINOFF
Associate Director

STANLEY F. SALWAK
Director

Pattern for Progress

The Committee on Institutional Cooperation (CIC) was established in 1958 by the Presidents of the participating universities as a means of expanding opportunities in certain highly specialized areas of instruction, research and public service. The mechanism of interinstitutional cooperation helps in augmenting the general effort in higher education and in preventing unnecessary duplication in those areas where resources are scarce or extraordinarily costly.

The member institutions of the CIC are the Big Ten universities and The University of Chicago. The CIC is composed of high-level officials of these institutions acting as a board of representatives for consideration and evaluation of cooperative endeavors. A professional staff is employed to effectuate CIC decisions and to assist groups interested in the development of cooperative projects.

In operative terms, the CIC is a faculty-oriented association—that is, the faculty members of the participating institutions are the source and initiators of many proposals for cooperative action. Suggestions for new activities may also originate with university administrative groups, the CIC and its staff, or with outside agencies such as foundations or government agencies.

To facilitate interuniversity discussion of ideas during the developmental period, the CIC uses the mechanism of the "seed grant"—an allocation of a small sum of money to cover travel and other expenses involved in holding a meeting of an interinstitutional faculty group. The seed-grant resource provides an opportunity for exploratory discussion not readily available prior to adoption of the concept by the CIC. The program, made possible through funds awarded

by the Carnegie Corporation of New York, has demonstrated that important cooperative projects can come from small beginnings, provided there is a catalyst available to assist in the process.

It should be noted that all projects are developed and conducted on a strictly voluntary basis. Participation in any CIC program is thus always on the highest feasible level of interest, there being no requirement that all eleven institutions must agree to participate before a program is launched. If one or more universities wish to forego participation in a particular project, this remains their prerogative, while at the same time it does not deter the others from going ahead. This voluntary principle insures that each university's status as an independent and autonomous institution will in no way be diminished.

Projects and programs conducted by the CIC have gained the attention of educators and officials throughout this country and abroad. The CIC helps in this process of communication with educational and governmental groups by regularly issuing reports and newsletters describing current activities. In general, both in its substantive programs and its communications function, the CIC acts as an intermediary agency drawing on the resources of eleven major institutions of higher learning in order to foster innovative activities on a concerted basis.

Organization of the CIC

The report which follows is organized to conform with the general plan of CIC operations. The CIC is composed of eleven high-level university officers serving as a joint board of institutional representatives for evaluating cooperative proposals in areas of instruction, research, and extension and public service. Activities under the CIC's purview are conducted within an operating framework consisting of three major categories: Panels, Conference Groups, and Subcommittees. A panel is a working group of faculty or administrative representatives established by official CIC action to conduct specific studies, projects or programs (e.g., CIC Panel on Biometeorology). A conference group is devoted to exploratory meetings for initiation of project plans (e.g., CIC Conference Group on Pharmacy). The conference stage usually precedes formation of a panel. A CIC subcommittee is drawn from the membership of the CIC itself (i.e., from the joint board) to initiate and oversee studies involving broad policy considerations in certain major areas of common concern (e.g., CIC Subcommittee on International Programs). The CIC also maintains liaison with independently constituted administrative groups from the eleven universities, such as the Liberal Arts Deans, Graduate Deans, etc. The CIC works closely with such groups in order to maintain coordination of projects conducted as mutual efforts. These activities are thus also described in this report.

Programs and Projects: Major Activities of the CIC

■ Panels

INSTRUCTION

Traveling Scholar Program. One of the most successful of the CIC's programs—and perhaps the most widely known—is the Traveling Scholar Program. Now in its seventh year of operation, this program has enabled more than 800 graduate students to cross institutional lines to supplement their regular courses of study. Initiated in 1963, the Traveling Scholar Program equips a doctoral student with a "passport" permitting him to utilize academic resources within the CIC group unavailable on his home campus. The resource might be a specialized course offering, the lecture hall of an eminent faculty member, a rare library collection, or an outstanding laboratory or research facility.

The number of subject-matter fields enrolled in by Traveling Scholars has steadily increased from 20 in the first year of operation to well over 75 in the seventh year. The CIC scholars have worked in new areas of study as well as in the more traditional disciplines. The Program has in fact often provided a bridge between the older and newer areas of study. Represented in the total list of subject-matter areas are fields which span the entire range of modern university studies, including anthropology, accounting, biophysics, African studies, astronomy, linguistics, psychology, civil engineering, pharmacology, genetics, social work, library science, mathematics, urban planning and industrial health, art, agricultural economics, child development, and others.

The Traveling Scholar Program was designed by the CIC as a flexible system to assist the graduate student in crossing institutional lines with a minimum of "red tape." As such, the Program has served as a model for similar student exchanges presently being implemented by various consortia throughout the country. Briefly, the CIC Program operates as follows:

First, an applicant for admission to the Program must be recommended by his own graduate advisor. In considering such recommendation, the advisor must determine that the off-campus opportunity is definitely unavailable on the home campus and is such as to promise significant enhancement of the student's plan of study.

The applicant and his advisor contact an appropriate faculty member at the prospective host university who is willing to serve as the Traveling Scholar's mentor during his stay at that institution. Both faculty members should be satisfied that the student is qualified for, and hence will profit from, the particular offering under discussion. For any additional information the student and his advisor contact the Traveling Scholar liaison officer on their campus.

After an agreement has been reached between the two advisors concerning the student's plan of study, the Graduate Deans for both institutions consider the student's request to

Traveling Scholar Noel Ann Hedges, Ohio State University, converses with Dr. Donald Brown (center) and Hazen J. Schumacher, University of Michigan.

become a Traveling Scholar. Each university retains, through its graduate office, the full right to accept or reject any student applying for study under its auspices.

Once approval of a request has been granted, the student is free to travel to the host institution. In order to obviate the difficulties involved in such temporary transfers, the Traveling Scholar continues to be registered and pays his fees at his home university. Credit for work completed at the host university is automatically accepted by and recorded at the home university.

Dorothy E. Grant (left), Traveling Scholar from University of Michigan, discusses program on language development for deaf children with advisor Meredith Mead, Michigan State University.

The most significant benefits cited by the students participating in the Program are breadth of curricula and the opportunity for scholarly interaction. The Program thus provides a full array of outstanding facilities to the participating students at the same time that it relieves some of the pressure on the universities to teach ever-increasing numbers of courses. The Program is particularly useful in the very specialized or small-enrollment types of subject-matter areas. Perhaps a less tangible, but not less important, benefit of the Program is the fresher perspective it provides by opening a door for students to a different academic environment and to a consequent sharing of intellectual experience.

The Traveling Scholar Program is not a perfected mechanism, however, and through continuous feedback and evaluation by the participants, the CIC is working on means of improvement. It has been noted, for example, that the expenses involved in moving and relocating deter a number of interested and qualified students, especially married students with children, from taking advantage of the opportunity. In order to make the program available to all qualified students, CIC is seeking funds to assist some of the Traveling Scholars in meeting transportation and relocation expenses.

Biometeorology Graduate Training Program. Universities within the CIC grouping are offering training for a new kind of scientist—the biometeorologist. Now in its seventh year of operation, the Biometeorology Graduate Program trains specialists in the study of the effects of weather and climatic conditions on plants, animals, and man.

The program was originally funded in 1963 by a grant of $238,016 from the U.S. Public Health Service through its Division of Air Pollution. An additional grant of $794,724 was awarded in the fall of 1966 by the National Center for Air Pollution Control of the Public Health Service for continuation of the program for five years, and in June, 1969, a supplemental grant of $70,665 was awarded by the National Science Foundation to assist in operation of the program for the period 1969-71.

Research specialists in biometeorology attack such problems as air and water pollution; the effects of, and ways of adapting to, stresses imposed by various weather and climatic conditions; and the problem of physical, chemical, biological and psychological hazards in the present and future environment.

In addition, studies are conducted on the relationship between plant and animal diseases and the environmental conditions that affect their incidence and spread; the influence of atmospheric factors on the life cycles of animals and on the productivity of domestic species; the way in which astronauts can adapt to the longer periods of light and darkness through study of the day-night (circadian) rhythms of animals living in the Arctic; and many other related research projects.

Biometeorology Fellow Allen Tangren working in study plots.

The Biometeorology Graduate Training Program requires the utilization of a wide variety of facilities such as special climatic chambers in which living organisms can be exposed to precisely controlled atmospheric conditions, complex laboratories which provide controlled environment chambers for long-term experiments on both plants and animals, and biological stations where investigations can be conducted on free-living organisms in their natural environment. A program of this nature could not be offered to students by any one university acting independent y. Since the CIC functions on a resource-sharing basis, the student can simply move from one campus to another taking courses or using facilities in which the particular institutions have the greatest strength. The CIC mechanism is thus ready-made for this and similar programs which would otherwise demand the expenditure of large amounts in capital outlay for duplication of complex facilities.

The biometeorology program itself does not lead to a degree. Candidates take their Ph.D. work in such fields as biophysics, botany, meteorology, physiology, geography, medicine, or zoology. The special training in biometeorology is then adapted to these individual professional interests. Current scholars in the program, called CIC Biometeorology Fellows, number approximately 14 and include graduate students in such fields as biology, geography, engineering, meteorology, etc. Three fellows who successfully completed the program requirements received their Ph.D. degrees in the 1968-69 academic year. Seven more are expected to receive their degrees as of September 1, 1970.

Language Programs. In response to the need for more intensified and comprehensive studies of languages in American colleges and universities, the CIC Liberal Arts Deans formed faculty groups to explore the possibility of conducting cooperative programs in certain language areas, especially those not readily available in all university curricula. After undertaking an initial survey of the language courses being offered at the member universities, the faculty groups constructed language programs in areas where need was greatest and cooperation most feasible.

The means of operating these cooperative language programs are primarily the intensive summer institute. Held annually, and usually under a rotation plan, the institute-type program is designed to provide a comprehensive set of course-offerings in language and area studies that not all institutions, acting independently, can offer. The institutes thus enable students to proceed to advanced degrees more rapidly while at the same time the cooperating institutions are able to avoid wide and expensive duplication of offerings. In addition, the institutes provide opportunity for faculty members to compare and assess their individual programs and work together in the development of instructional materials and quality courses.

Far Eastern Language Institutes. Providing intensive training in the fundamental, intermediate, and advanced stages of the Japanese and Chinese languages for both undergraduate and graduate studies has been the primary goal of the CIC Far

Eastern Language Institutes. Originated in 1963, these institutes have been supported by the Ford Foundation under its international training and research program. In 1963 the Foundation awarded the CIC a $256,000 grant for support over a four-year span and a second grant of $230,000 in January, 1967 for a three-year continuation of the program. Since the program's beginning, the U.S. Office of Education has provided additional funds for the general operation of the institute as well as for scholarship funds for qualified students under Title VI of the National Defense Education Act.

Designed to rotate among the participating universities, the 1970 summer institute is being conducted at the University of Minnesota. The 1970 program has received 85 NDEA fellowships and eight undergraduate foreign study awards from the Ford Foundation. Admission is open to qualified applicants from both CIC and non-CIC institutions. For several years the enrollment figure for this program has been approximately 200 students per institute with the division of study between the two languages averaging about one-third in Japanese and two-thirds in Chinese.

During the seven years of its existence, the program has been highly productive. The institutes have accomplished their purpose of accelerating training in the Japanese and Chinese languages and have been instrumental in increasing the number of students participating in doctoral programs in these languages. A student taking a planned sequence of courses during the regular academic year and attending two summer institutes can compress four years of language study into 15 months. The institutes have also been successful in that they have led to the development of improved instructional materials and resulted in the publication of a variety of scholarly papers on aspects of Chinese and Japanese history, culture, and literature, and on problems of translation. The institutes have also been instrumental in the compilation of an annotated list of Japanese encyclopedias and dictionaries. In 1969 a revision of the late Professor Joseph Yamagiwa's *Forty-Nine Documents* was completed. Professor Yamagiwa was a founder and the first director of the program.

Of considerable additional value to the participating universities is the experience brought back to the Far Eastern language departments by their faculty members who, with a number of specialists from other schools, make up the staff of the institutes. Through association at the institutes with their colleagues from other universities, faculty members are able to compare and evaluate their individual programs.

Intensive planning by the Liberal Arts Deans of the eleven institutions in conjunction with the joint Far Eastern language faculties has thus given CIC the opportunity to offer a comprehensive program beyond the resources of a single university.

Slavic Language, Literature, and Area Studies Institutes. The Ohio State University is sponsoring the fourth annual CIC Summer Institute in Advanced Slavic Language, Literature, and Area Studies. Participating in the program are the University of Illinois, Indiana University, The University of Michigan, and The Ohio State University. The four universities currently cooperating are those members of the CIC group which have Slavic Language and Area Centers. The institute, however, is open to students from all CIC institutions as well as from universities outside the CIC purview.

In addition to the host university's sponsorship, supporting funds totaling $25,000 are being provided by the U.S. Office of Education for the 1970 program under provisions of Title VI of the National Defense Education Act. Supplementary funds are provided by the Office of Education for a total of 70 National Defense Foreign Language Graduate and Undergraduate Awards.

Begun in the summer of 1967, the institute is intended primarily but not exclusively for graduate students in Slavic languages and literatures and in other disciplines dealing with the Slavic and East European area. Purpose of the institute is to provide students with a comprehensive curriculum in Czech, Polish, and Serbo-Croatian studies as well as advanced courses in the Russian language and important aspects of literature and linguistics that not all institutions can offer on their own. Courses in area subjects such as geography, history, and government are also offered. An effort is made to staff the institute with outstanding scholars in the various disciplines in order to give the students an opportunity to become acquainted with leading ideas and research techniques in each field.

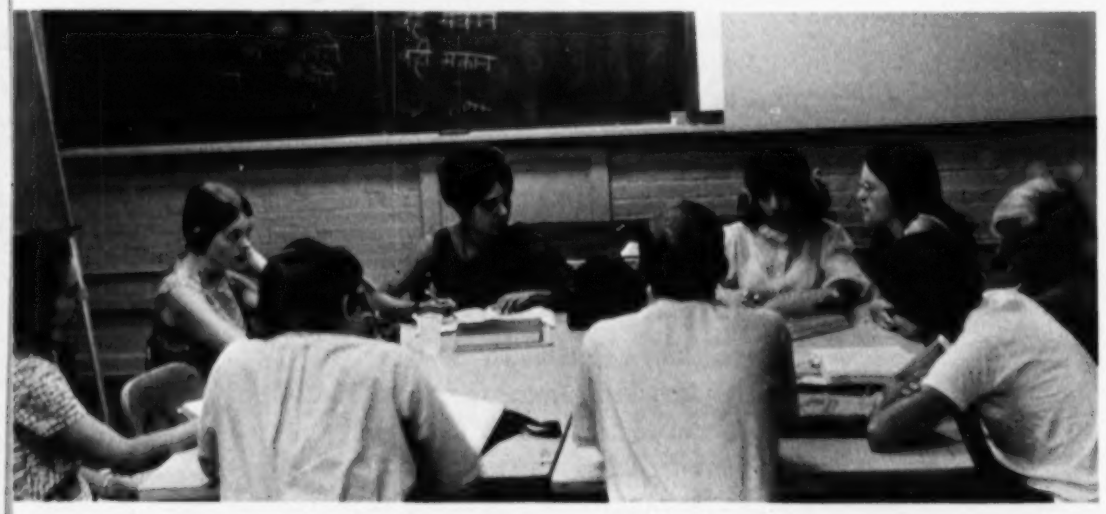
South Asian Language and Area Studies Institutes. In 1966 the CIC institutions, which had previously conducted institutes in South Asian language with non-CIC schools, decided to

consolidate their resources in a CIC summer institute in language. The fourth annual South Asian Language and Area Studies Rotating Institute is hosted this summer by The University of Michigan.

The South Asian Program at Michigan consists of a ten-week language session running concurrently with an eight-week area course of studies. Intensive instruction is offered in the following South Asian languages: Hindi, Bengali, Tamil, Telugu, Sanskrit Literature, and Persian. Area courses include anthropology, Buddhism, comparative education, history, economic development, geography, history of art, law, library science, political science, and sociology.

The U.S. Office of Education has awarded The University of Michigan $40,000 in partial support of the 1970 CIC Program and an additional sum for 63 National Defense Foreign Language Fellowships for both graduate and undergraduate scholars.

South Asian Language Institute



Spanish: Summer Program in Mexico. The Universidad Ibero-Americana in Mexico City is the location of the CIC Summer Program in Mexico. Developed under auspices of the Liberal Arts Deans and the CIC, this program seeks to provide qualified undergraduate students in Spanish and related fields with an opportunity to enhance their facility in the use of the Spanish language and generally to enrich their special fields of concentration.

The Spanish summer program includes, at no additional cost to the student, excursions to sites such as the pyramids of Teotihuacan, the ruins of Tula or Taxco, and other locations. There are also tours of Mexico City which is rich in the literary and historical associations linking it intimately to the great tradition of Hispanic culture. Students participating in the program thus have an opportunity to gain direct knowledge of some of the major customs and characteristics of this important center of Spanish-speaking civilization. Students in the program are housed with Mexican families to further intensify their sense of participation in Mexican culture.

Credits gained through successful completion of courses in the program are accepted at any of the CIC universities. The program annually has representation from all CIC institutions with 43 students having attended in 1969. Scholarship support on a limited basis is provided by each institution for its own students who need assistance. A panel of professors of Spanish from the participating universities oversees the program in conjunction with a director drawn from one of the institutions.

Other Language Programs. The Liberal Arts Deans and the CIC have for the past several years been exploring methods of maximizing language instruction on member campuses while at the same time eliminating needless duplication of courses. The thrust is toward establishing programs in the "exotic" languages spoken in regions of Asia, Africa, and in certain other parts of the world. These languages are generally of a type not usually available on the individual campuses or are those in which enrollments on each campus are relatively low and teaching personnel in short supply.

A report was recently compiled on all program studies and proposals executed by faculty groups under CIC auspices regarding new cooperative approaches to language instruction. This preliminary study led to a survey of offerings and enrollments in exotic languages at CIC universities which was completed in the fall of 1968 under the supervision of the Liberal Arts Deans. Deans and faculty members, including faculty in social science departments concerned with language and area studies, are continuing consideration of the survey and its implications for future development of cooperative programs.

Study-Abroad Programs. The CIC universities' interest in the field of international education is demonstrated in the worldwide range of training, research, educational, and developmental programs conducted under various auspices by faculty from these institutions. Directors of study-abroad programs in the CIC universities have been meeting to consider coordination of certain offerings in order to avoid unnecessary duplication and, wherever advisable, to structure activities as strongly unified cooperative ventures.

The directors' efforts in this area have grown out of earlier and continuing planning by the Liberal Arts Deans for orderly development of study-abroad programs conducted either independently or cooperatively by the eleven universities. A survey of such programs on the various campuses has provided necessary information useful to future developmental activities.

The Panel on Study-Abroad Programs has been considering the possibility of establishing programs in parts of the world where it has not been usual to have such offerings, as in the Scandinavian countries, Africa, Asia, and Eastern Europe. Surveys are also being conducted of the master's degrees programs in common European languages. Moreover, the directors are considering means of evaluating courses taken by CIC students at foreign institutions and possible extension of the rotating Asian language programs to include overseas study experience.

During the past year, the directors have completed plans for conducting a junior-year program in Brazil. A seed grant awarded to the panel by the CIC enabled its members to plan the program and to have representatives visit Brazil to determine the most desirable site for the new program (see Junior-Year Program in Brazil, below).

Junior-Year Program in Brazil. A new study-abroad program, approved by the Liberal Arts Deans and the CIC, is in a final planning stage. The Junior-Year Program in Brazil, established in conjunction with the Federal University of Rio Grande do Sul at Porto Alegre, Brazil, makes provisions for enrolling twenty to twenty-five qualified students in the Brazilian university for one academic year. The students participating in the program will mainly enroll for courses in language, literature, history, philosophy, economics, sociology, political science, anthropology, geology, and pedagogy.

Also included is an intensive four-week course in the Portuguese language, and Brazilian civilization and contemporary problems.

The CIC universities participating in the program are those which have substantial programs in Latin American, Brazilian, or Portuguese studies. Students will receive credit at their home universities for successfully completing course work at the Federal University. Scholarship support on a limited basis may be provided by each institution for its own students who need assistance. The Panel on Study-Abroad Programs, consisting of directors of such programs in the CIC institutions, will oversee the project in conjunction with a director drawn from one of the institutions.

Geology: Course-Content Improvement Program. Recognizing that the task of providing field experience in introductory geology is becoming increasingly difficult because of the growing number of students, the Geology Course-Content Improvement Program seeks to bring such experience into the laboratories and classrooms through visual media techniques. The CIC project, funded by the National Science Foundation, involves preparation of a series of comprehensive instructional materials on continental glaciation. Study content of the materials is based on the evidence of glacial deposits at the Two Creeks Forest Bed on the shore of Lake Michigan, seventeen miles north of Manitowoc, Wisconsin. The area constitutes an important geochronological site rich in materials for field study of multiple glacial advances and retreats.

Aimed at improving instruction in the geological sciences, the project consists of a 30-minute film on the Two Creeks area, slides of the geology of the area, and a series of instructional pamphlets on the geology of Two Creeks, with suggestions to teachers, sample laboratory exercises, and descriptive material on the movie film, slides, and samples. Plans for duplication and dissemination of this material are now being made.

By reproducing an actual geological site through these various teaching aids, the experience of the field area can be brought more realistically to the classroom and thus obviate the need for frequent and costly field trips. It is hoped that this pilot project, now in its final stages, will serve as the beginning of a series of multi-media instructional programs in earth sciences.

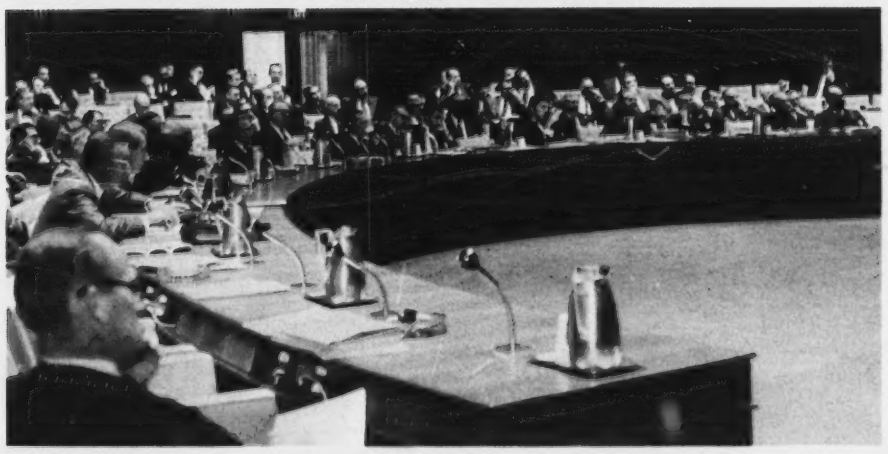
Geology: Field Camp Program. The central Wasatch-Uinta Mountains area east of Salt Lake City, Utah, is the site of the CIC Geology Field Camp Program. Four CIC institutions (Iowa, Purdue, and the Minneapolis and Duluth campuses of the University of Minnesota) participate in this annual summer program in conjunction with the University of Utah.

Now in its third year of operation, the field camp is designed to provide facilities for both field instruction and research in geology. A proposal for funding future field seasons has been formulated by the participating members for submission to a Federal agency.

CIC geology chairmen are also considering the possibility of introducing several graduate field programs in special disciplines. The programs would be organized through individual departments but would be open to all CIC institutions. Through such cooperative effort, costs ordinarily expended by the individual universities for field camp activities are reduced.

Institution-Development Overseas. In August, 1968, the Panel on Institution-Development Overseas held a one-week conference to plan the pilot phase of a curricular and research program in institution-building in developing countries. These discussions were conducted under the purview of the CIC Subcommittee on International Programs as a means of implementing the recommendations made in the Final Report of the CIC-AID Rural Development Research Project.

CIC-AID Washington conference . . .



In addition to a long-range proposal calling for the establishment of a center for institution-development, several short-range proposals were formulated at the 1968 conference. The conferees recommended that the following three activities be initiated by the CIC: 1) a survey of the resources of CIC institutions as a basis of strengthening their capacities for contributing to institution-development overseas; 2) a survey of research and research-related activities germane to the study and practice of institution-development; and 3) at least one, and possibly two, conference-workshop activities in the summer of 1969.

The latter proposal received immediate support from the U.S. Agency for International Development. The seminar-workshop was held at Purdue University from July 28 to August 15, 1969. Participants included approximately 75 foreign nationals, U.S. university scholars and specialists, AID mission personnel, team leaders in the host countries under AID contract, and others. The format consisted of 1) a two-week workshop for all participants on agricultural college and university development and 2) a one-week seminar for U.S. university team leaders. The two activities were scheduled consecutively, with some of the personnel participating in both the workshop and the seminar.

Applying an institution-development perspective to a set of concrete problems and programs in agriculture was the basic purpose of the seminar-workshop. Both drew heavily upon the CIC-AID Rural Development Research Project and the Inter-University Research Program in Institution-Building. These studies, along with other investigations of the institution-building process, constitute major breakthroughs in conceptual and empirical knowledge of this process. The

A segment of CIC-AID Workshop—Seated are Sukdev Singh, director of research, Punjab Agricultural University, India; O. P. Gautam, Deputy Director General, Indian Council of Agricultural Research, India; M. S. Randhawa, vice chancellor, Punjab University, India. Standing are: N. P. Patil, director of research, University of Agricultural Services, India; Cecil A. Lamb, team leader, Ohio State University faculty at Punjab Agricultural University, India; A. S. Atwal, Dean of Agriculture, Punjab Agricultural University, India; Glen C. Holm, chief, Agricultural University Development USAID Mission to India.

workshop and seminar were the first steps toward the dissemination of this information to persons actively involved in programs for bringing about change in educational and research institutions in less-developed nations.

The workshop resulted in eleven recommendations for ways and means of disseminating the findings of the workshop and other information relative to the institution-building process. A specific recommendation was "that AID be encouraged to provide support for an in-service seminar on institution-building for senior AID officials, overseas mission personnel, university administrators, and mid-tour university chiefs of party."

As a result of this recommendation, a CIC-AID Conference on Institution Building and Technical Assistance was held in Washington, D.C. in December, 1969. The general objective of this two-day seminar was to develop better understanding of the institution-building process among those officials involved in the institution-building forms of technical assistance abroad.

More than 200 individuals representing 60 organizations participated in this CIC-AID conference. Ten major presentations, including six formal papers, constituted the major

activity of the conference. Formal papers, informal addresses, and panel discussions are being published as conference proceedings.

The summer workshop-seminar and the Washington conference on institution-building clearly indicate the need for and interest in additional research in institution-building and for education programs designed to disseminate conceptual and empirical knowledge of this process.

Instructional Resources: Survey of Research and Development. A sixth report in a continuing series on new developments in instructional resources at CIC universities was issued in the spring of 1970. The report, entitled *Development and Experiment in College Teaching,* is compiled by a faculty panel interested in research and experimentation in teaching methods and techniques.

The compilation consists of a set of summaries of exploratory efforts recently undertaken or currently under way in various disciplines at CIC institutions. Included in the 1970 issue are descriptions of innovative developments in such fields as counseling, engineering, psychology, agronomy, medicine, etc. Included under the section "University-Wide Activities" are descriptions of special programs for the disadvantaged, a Center for the Teaching Professions, new interdisciplinary courses, a placement and proficiency system, and a student instructional evaluation system. Cumulative indices to all six published reports by subject area and by category are included in the 1970 issue.

The general aim of the report is to provide a useful exchange of information among college teachers on current instructional experimentation. The panel compiling the information recognizes that the experiments outlined in the report often arise out of local problems and are aimed at improving conditions for learning in specific subject-matter areas. However, the panel suggests that many of the procedures can nevertheless be easily generalized for application in other departments or may stimulate the search for fresh alternatives.

Pharmacy: Continuing Education. A faculty panel of representatives from the schools of pharmacy is proceeding with a short-range research project analyzing continuing education programs offered by the seven CIC schools of pharmacy over the past five years. Basic purpose of the project, as approved

Pharmacy continuing education workshop

by the deans of pharmacy and the CIC, is to ascertain the extent to which the participating institutions can extend and improve the resources for continuing education in pharmacy throughout the seven-state region covered by the CIC. In addition, it is hoped that the completed study and subsequent program might serve as a pilot effort for improving resources in continuing pharmacy education on a national basis.

The CIC colleges of pharmacy also produce a newsletter on a quarterly basis devoted to an interchange of ideas and information pertinent to continuing pharmacy education.

Polar Studies. The Panel on Polar Studies held a research seminar in May, 1970 on the campus of The Ohio State University. Attended by approximately 95 participants, the seminar was established to acquaint graduate students and faculty with research being conducted in polar and alpine studies and related disciplines. A long-range objective of the seminar, which was funded by a seed grant from CIC, is to increase the number of graduate students participating in polar studies and research.

Polar studies are concerned with those aspects of engineering and of the physical, biological, and social sciences that address the special problems relating to polar environments as defined by those regions having permafrost soils and/or tundra vegetation. At present there is a lack of scientific manpower in this area of research because studies of the polar environment require a special training for scientists that is not usually emphasized in the regular curricula. Thus, the purpose of cooperative projects is to strengthen the attack on polar problems through an exchange of research information

and to acquaint students in various disciplines with the opportunities for research and training in polar sciences.

The panel has been utilizing the facilities of the Institute of Polar Studies, Ohio State University, as a central office for the organized collection and dissemination of information concerning ongoing research and training in polar studies. The group has also been instrumental in publishing a directory of faculty members, course listings, field and camp facilities, and types of research programs available in this discipline at CIC universities.

National Science Foundation photo

Dr. Emanuel D. Rudolph, Institute of Polar Studies, Ohio State University, examines lichens in Antarctica.

RESEARCH

Aeronomy. The CIC Panel on Aeronomy was organized to undertake a study of the probable directions of research in aeronomy—the science dealing with the structure, composition, and the physical and chemical processes of the upper atmosphere.

The panel completed an Engineering Concept Study of a steerable radar facility for sounding of the upper atmosphere in 1968. The study was supported by grants totaling $101,000 awarded by the National Science Foundation. With the completion of the feasibility study, the panel recommended building of a steerable dish-shaped radar telescope 360 feet in diameter under a giant radome cover. (Placing the instrument under cover results in more usable time, convenient operation, as well as in ten per cent greater diameter.) The telescope, when constructed, will be one of the largest of its kind

in the world. A panel of the nation's scientists indicated a critical need for building of such radio-astronomy facilities at a meeting in Washington in August, 1969.

The proposed telescope will provide valuable graduate training as well as strengthen ties among the participating universities and their departments of physics, astronomy, and electrical engineering.

Above all, the telescope holds great promise for opening new research possibilities in aeronomy, astronomy, meteorology, plasma physics, and space science. The radar instrument will allow for detailed studies on phenomena such as the radio-reflective ionosphere, airglow, and high winds which affect surface weather. Studies can also be made of the surface features of Mercury, Venus, and Mars, providing valuable information for planning manned expeditions to those planets. As a radio telescope, it can be used to explore distant cosmic radio sources, seeking clues to the puzzles of gravitation and the origins of the solar system. The telescope can also be used for telemetry and tracing of space probes and can provide observations of the "unbounded plasma" for ionospheric effects impossible to simulate in a laboratory.

Because of the lack of funds due to the current world situation, the projected regional facility has not as yet received funding. However, during 1969 the National Science Foundation reopened consideration of the aeronomy project.

Study of AID Programs. The final report of the CIC-AID Rural Development Research Project was released in October, 1968. This report, entitled *Building Institutions to Serve Agriculture,* discusses the findings of the CIC study group which completed a three-year project aimed at evaluating agricultural education and research programs conducted abroad by American universities under contract with the U.S. Agency for International Development. This project was funded by a grant of $1,183,000 awarded by AID in 1965.

Initiated as a feasibility study under an earlier AID grant of $58,931 the project objective was to provide an effective analysis of the patterns and policies underlying AID-university cooperation in programs of technical and educational assistance to less-developed nations. The study also sought to identify the factors affecting the success of university-assisted activities abroad and the way in which these factors could best be used in furthering the objectives of the U.S. technical assistance program.

The study was undertaken at the request of AID and the International Rural Development Subcommittee of the National Association of State Universities and Land-Grant Colleges. Teams of field researchers and specialists were sent to Africa, the Far East, Latin America, the Near East and South Asia for compilation of data which were in turn analyzed and interpreted. These data have served as a basis for formulating inferences regarding significant aspects of the technical assistance process; the effort of assisting in the building of educational institutions abroad; the significance of the stage of educational, social, political and economic development of a country in relation to the establishment of various levels of agricultural education; and other considerations.

A comprehensive study of AID-university technical assistance contracts spanning a 15-year period constituted one important phase of this study. As a result of the recommendations made in *Building Institutions to Serve Agriculture,* a new contract agreement between AID and the universities was proposed in November, 1969, by a joint committee consisting of representatives from educational associations, universities, and AID officials. The new agreement, published in a report entitled "The Institutional Development Agreement," stresses a partnership approach rather than the former AID concept of buying professional services. The new approach assumes that both AID and the university have significant program interests in common and enhances the management authority and responsibility of the university.

Computers. A study of CIC computer facilities, distributed in March, 1969, gives information on the total resources of each CIC university in computer operations. The survey is considered important in determining the possible directions in which the CIC institutions might move cooperatively in the computer field.

A working group, consisting of the chairmen of the four major subgroups on computers, has been studying the possibility of establishing an information clearinghouse for reproduction and distribution of all communications on university computer operations in the scientific and research, business-data processing, and admissions-registration area. Also being considered by the chairmen are periodic seminars and workshops on special topics conducted under auspices of the CIC and a possible program of management seminars for university personnel responsible for computer operations.

■ Conference Groups

Special Educational Opportunities Programs. Administrative and faculty representatives of the eleven institutions meeting in June, 1968, for the first major CIC conference on "The University and Problems of the Disadvantaged" concluded that "extraordinary efforts will be required of all institutions of higher learning in concert with federal, state, and private agencies, if significant progress is to be made in this area so vital to the health of our society." The conferees also agreed that "the CIC universities, given the leading role which they play in American higher education, can, by the quality of their commitment, define the direction which they and others must take if the country is to meet the real needs of its disadvantaged people."

With this goal in mind, the CIC has continued major consideration of the need for providing quality post-secondary education for all citizens, and particularly those from minority groups. The CIC has sponsored several large-scale conferences for intensive discussion of the principal facets of this most critical problem and for assessment of those aspects of the problem which can best be dealt with through concerted action.

The most recent CIC conference on special educational opportunities programs was held at the University of Illinois on April 16-18, 1970. Conferees included directors of special education programs, directors of financial assistance programs, deans of students, directors of admission and records, other top-level university administrators, and faculty members from various disciplines.

The following topics were considered at the April conference: 1) structure and organization of special education opportunities; 2) tutorial assistance; 3) recruitment and admissions orientation; 4) academic advising and registration; 5) graduate assistant programs; 6) student financial aids; and 7) auxiliary services.

Recruitment and Retention in Mathematics, Engineering, and the Sciences. A group of faculty members met during the past year to pursue recommendations made at the November, 1968 conference regarding methods for improving retention rates of disadvantaged students in mathematics, science, and engineering. The group has been studying ways of upgrading and strengthening high school programs in the fundamental curricula in ghetto environments. Also under consideration is the possibility of providing a five-year course of study in college in order to accommodate well-planned background courses that many of the students need before continuing with their university studies.

In addition, the group has been studying ways that the CIC universities could initiate and support the development of introductory courses, teaching materials, and innovative methods of instruction suitable for, but not restricted to, the use of disadvantaged students. The areas suggested for course development are: language skills, mathematics, chemistry, physics, and biology. The organization of summer workshops, in which both students and instructors participate, is also under consideration.

Sociology Program with Developing Institutions in the South. A task force of CIC sociology chairmen and directors of social work completed a proposal in January, 1970, for augmenting the educational experience of sociology students at a number of developing institutions in the South. Preliminary discussions regarding feasibility of such a project were held in April, 1969, with delegates present from all sociology and social work departments in the CIC as well as from representative institutions in the South. A subgroup met in August, 1969, to complete final plans for proposal preparation.

The necessity for opportunity

The proposed program seeks to increase the number of Ph.D's in sociology and social work who are interested in teaching, research and administration. It aims to provide more satisfactory mechanisms of recruitment of prospective black students for graduate schools in these fields as well as improved means of preparing such students for graduate school experience. It is also directed toward assisting such students, where needed, to remain in their graduate school programs to the completion of the Ph.D.

Tentative plans are to recruit 20 students from a group of cooperating black undergraduate institutions in the South in each year of four successive years. Early identification of suitable candidates for the program will be made, and the students so identified will spend a semester of their junior year at one or another of the host CIC institutions to enrich their undergraduate experience and to acquaint them with a large university setting.

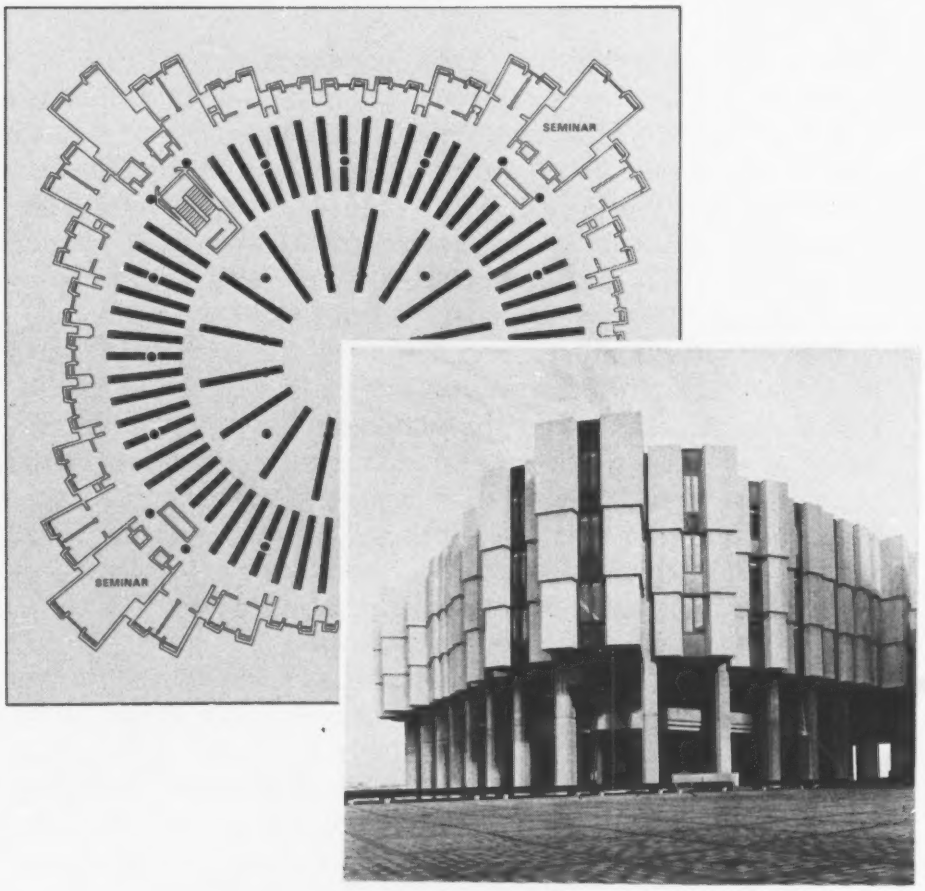
The graduate work of these students will be preceded by a summer in residence on the campus of the school in which they enroll as graduate students to reinforce their plan of study and to introduce them to their new setting.

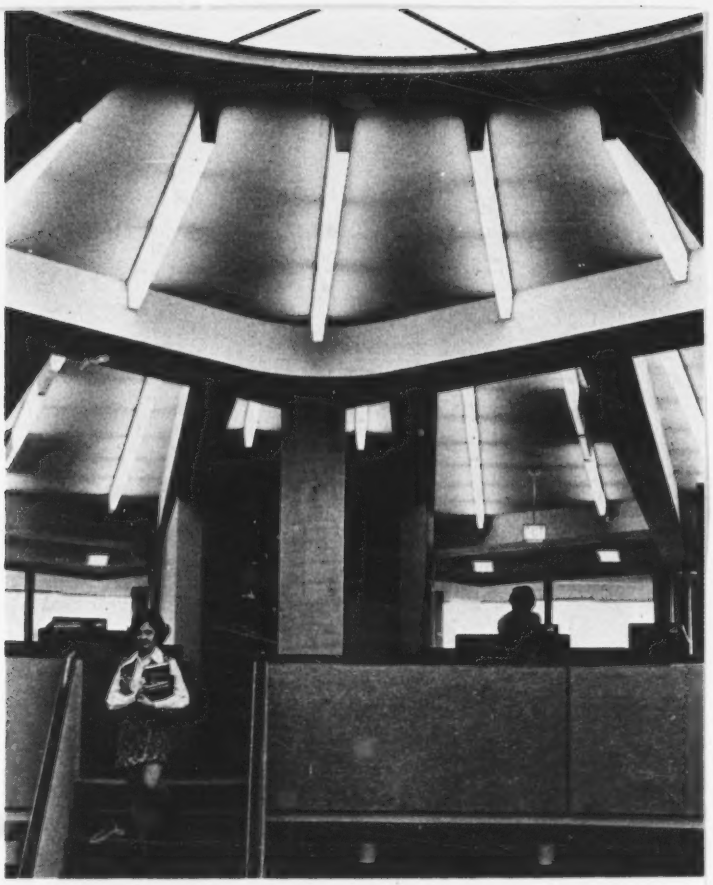
The students are to be full-time and devoted totally to their academic work for their first two years of residence in graduate school, and they are to be supported with fellowship funds.

Other provisions of the project include adequate academic supervision and counseling of such students by both a home and host advisor. Also included are periodic visits by the academic advisors to the student's home institution for purposes of lecturing and expanding their own awareness of the special circumstances of students in these institutions.

Conference of Library Directors and Representatives. Increasingly complex problems facing university libraries have prompted joint discussion of the possibility of cooperative arrangements by CIC library directors and representatives. The first conference, held in April, 1969, was successful in identifying areas in which such cooperative attention is both

North tower of new Northwestern University Library with tower plan





**Interior view—
Northwestern University
Library**

feasible and desirable. The recommendations were: 1) that a survey be made of each member university's activities in the various fields of library automation; 2) that a project be considered for possible cooperative approaches in the utilization of data-banks (as in the social sciences); and 3) that consideration be given to a proposal of the deans of library schools for a multi-school research and development center for library and information networks.

To this end, a survey was completed in November, 1969 of CIC library automation facilities and procedures. The Directors agreed that a comprehensive report should be prepared summarizing the results of this survey and indicating the parameters of the member institutions' activities in library automation systems. Upon study and analysis of this report, further consideration will be given by the Directors to cooperative arrangements or interchanges which might be possible in the area of library automation.

In December, 1969, a subgroup of the Directors and library systems analysts met to discuss possible joint effort in the utilization of data-banks, particularly the social sciences. As a result of the recommendations made at this meeting, a survey is being undertaken of any such data-bank programs (i.e., the extensive and detailed files of data, reference, and

text being recorded in machine-readable form for use in specialized research, advanced graduate study, and other areas of inquiry and scholarship). The member libraries and the CIC are also considering a possible pilot project for determining feasibility of systematizing such data-base operations.

In addition the Directors have surveyed the CIC libraries on their statements of policy on loan of library materials for reprint publication. The Library Directors are also preparing a structured proposal regarding a research and development center for library networks.

Library Systems Analysts. Under the direction and supervision of the library directors panel, a group of library systems analysts recently completed a survey of each of the CIC university's activities in the various fields of library automation, including both the software and hardware employed by the institutions. (See discussion above.) This survey will assist the library directors in determining what cooperative projects might be most advantageous in this area.

General purposes of the library systems group are to coordinate objectives and planning to prevent duplication of effort; to consider establishment of a "library" of computer systems (data bases, individual computer programs, etc.) at the member universities; to coordinate research activity and proposals; and to conduct appropriate information exchanges.

Graduate Library Schools. The conference group of deans and directors of CIC library schools has been directing its efforts toward the design of a model center for research and development in library and information interconnections. The Deans met in January, 1970 to prepare the library networks proposal.

In addition, the deans and directors have been exchanging information concerning curriculum and overall programs of the library schools, coordination of highly specialized areas of coursework, and student and faculty areas of research interest. The group has also been undertaking administrative studies on topics such as foreign enrollments, doctoral student enrollments, and other important facets of advanced education in library science.

Ocean Sciences. Members of a faculty conference group on ocean sciences have been continuing discussions of a possible cooperative and experimental teaching and research program in the ocean sciences and related fields. In connection with the projected program, the group has been evaluating a number of marine sites for a possible CIC institute in oceanography. Purpose of such an institute would be to provide CIC students and faculty with an appropriate "field station" for education and research in marine studies. Projects undertaken at such a station would include studies in tropical marine biology and geology; the chemistry, physics and biology of areas of carbonate sedimentation; and study of coral reefs and other marine phenomena. Because of the great expense entailed in building such a station, the sites under consideration by the CIC already have existing facilities suitable for marine research. Visits to various sites are currently being undertaken by the conference group on ocean sciences in order to provide recommendations for the CIC.

In addition to these activities, the marine scientists have been discussing possible establishment of a system of information exchange, including a clearinghouse on interinstitutional facilities for collection and dissemination of information on opportunities and programs both within and outside the CIC universities.

Physical Education. CIC deans and directors of physical education interested in cooperative research and curricular programs have instituted a symposium project to enrich and strengthen graduate work in the field. The symposia, conducted by specialists in physical education and related fields, are centered on specific subjects designed to provide opportunities for concentrated study and exchange of ideas. A total of fifty-six faculty members and students attended the first symposium in the series, entitled "The Sociology of Sport," held at The University of Wisconsin. Included among the topics for discussion were sport and social mobility and other facets of involvement. It is expected that these symposia will provide the opportunity for a valuable interchange of information with recognized authorities from physical education and various other fields.

RESEARCH

Administrative Studies. A group of high-level CIC university representatives met in Chicago in May, 1970 for a conference on administrative studies. Discussion at this meeting centered on the ways and means of providing significant information exchanges among CIC institutions as well as on the identification of administrative areas where such exchanges might be particularly desirable. An important aim of the conference was to arrive at standards of interpretation and definition which would afford common applicability and relevance for all data exchanged among the institutions. Further consideration will be given to this area of concern in the coming year.

EXTENSION AND PUBLIC SERVICE

Continuing Education. The CIC this year intensified its explorations in the continuing education field with a view to making a comprehensive effort in it. An advisory group of deans of continuing education and extension met and defined a number of areas for joint development.

Among the recommended spheres of activity would be independent study programs, including correspondence instruction; a possible radio network linking the university radio stations; community outreach of various kinds, including traveling art and drama presentations; lectures and forums, particularly in inner-city environments; development of joint continuing education programs for professional clienteles; surveys of innovation and experimentation in continuing education generally; and consideration of public policy in this field.

A conference group met in October, 1969 and agreed upon the following recommendations: 1) that CIC undertake a study of the ways in which the member institutions have organized themselves in the area of continuing education, public service, and extension, and the activities in which they

are engaged; 2) that CIC give major consideration to the development of joint proposals to be funded under government and other auspices; and 3) that a survey be conducted of the ways in which the member institutions have structured their programs of continuing education in the professions. CIC members are studying the recommendations and will consider action in the near future.

Environmental Studies. In response to the pressing national need for improvement of environmental conditions, a CIC conference group met in Chicago in April of 1970 for exploration of ways in which the member institutions might work jointly in the area of environmental studies.

The general objective of this conference was to define such studies and thus to indicate the parameters of the field for CIC purposes. It is expected that programs will be developed as a result of these efforts, thus enabling CIC universities to become significantly involved in an area of such crucial importance to America's citizenry.

Environmental measurements class conducting field studies.

CIC Subcommittees

Subcommittee on the Disadvantaged. In response to the pressing national task of providing quality post-secondary education for all citizens, the CIC has established a Subcommittee on the Disadvantaged. The fourth two-day conference sponsored by this Subcommittee was held at the University of Illinois in April, 1970. Topics discussed included structure and organization of special education opportunities; tutorial assistance; recruitment and admissions orientation; academic advising and registration; graduate assistant programs; student financial aids; and auxiliary services.

Subcommittee on International Programs. U.S. colleges and universities have long recognized the need for expanding international studies and programs. When funds for implementing new and diversified programs are made available through international education legislation and other instrumentalities for such purposes, it is expected that a new dimension will be added to the universities' already extensive commitments in the international field.

In recognition of the demonstrated effectiveness of interinstitutional cooperation in this field, the CIC has for a number of years given attention to special programs in international education and research. In the light of the new expectations in this area of activity, the CIC has a subcommittee of its own members to consider long-range policy and to provide guidance to the universities on the evaluation,

planning, and review of international programs. (For information on current CIC programs in this field see Study of AID Programs, p. 28, Institution-Development Overseas, p. 22, and Study-Abroad Programs, p. 20.)

Subcommittee on Regional Higher Education. In order to maintain an objective view of the evolving pattern of American higher education, particularly as reflected in the programs of the eleven member universities, the CIC Subcommittee on Regional Higher Education has conducted discussions and made informal reports from time to time at CIC meetings. The discussions are concerned with such matters as the maintenance of academic standards, the university's role in research and public service activities, the relationship of the university to other higher educational institutions (state and teacher's colleges, community colleges, etc.), and the impact of government programs on university operations and objectives. General aim of the Subcommittee's efforts is to provide a vehicle for productive exchange of experience and information among all of the member universities and thus to help in maintaining an effective order of priorities in the increasingly complex arena of American higher education.

Subcommittee on Television. A concern for the appropriate use of television resources as an aid in general instruction, in teacher education, and cooperative projects of various kinds has resulted in continuing studies under CIC auspices. The CIC Subcommittee on Television is constituted to foster and oversee programs in this area, particularly the exchange of instructional materials and development of projects in course-content improvement through use of television tapes and related resources.

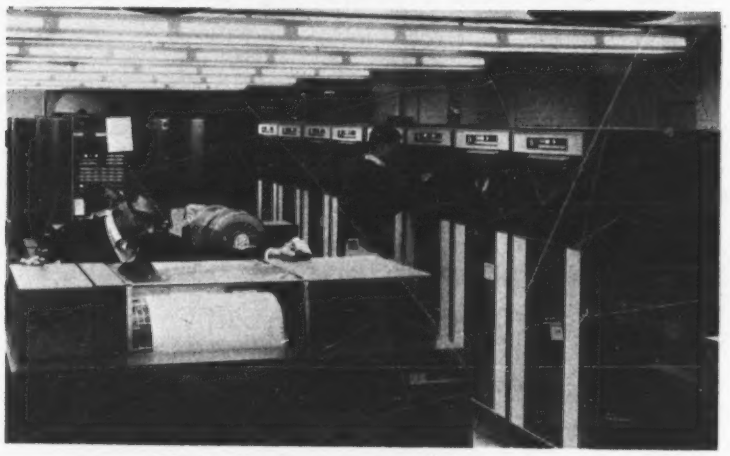
One project, in geology, has been funded by the National Science Foundation and is seen as a promising innovation in the application of visual media to course-content improvement. The geology program is one of several calling for the use of television as an aid in the teaching of both basic and advanced courses.

The Subcommittee has also provided for the compilation of a list of all courses available on tape among the eleven universities. Completion of the list has led to arrangements

for cataloguing the tapes so that they may be readily available for use on an exchange basis among CIC campuses. In addition, the Subcommittee is continuing its studies of copyright and other matters related to developments in this field.

Subcommittee on Computers. Within the past three years, the CIC Subcommittee on Computers has been instrumental in bringing together computer specialists from the eleven universities. The conferences have been devoted to identification of avenues of cooperation among the computer centers and to exchange of information concerning computer facilities presently in use on the member campuses. Conferences arranged by the Subcommittee have been concerned with the following topics: 1) function of the computer in general management of the university, 2) coordinated exchange of information on institutional resources and capabilities in the computer field, 3) possible standardization of data files, 4) establishment of reasonable compatibility of equipment and resources among the participating institutions and 5) possibility of developing a broad-band communication system to augment computer capabilities.

Computer center—University of Iowa



■ Administrative Groups

Graduate Deans. The Graduate Deans of the eleven member universities have held meetings under CIC auspices during the past five years. The most recent session was held at The University of Wisconsin in May, 1970.

During the 1969–70 academic year, the Graduate Deans have been concerned with programs for students from disadvantaged backgrounds. A subcommittee of the Deans completed preparation of a proposal aimed at enlarging the pool of black doctoral students of unusual potential who are not able to be included in sufficient numbers in existing fellowship support programs. Primarily what is anticipated from this program is a major increase in the number of black scholars with completed doctorates who are available for academic appointments. The proposal is being presented for foundation or government support. Other topics discussed for the 1969–70 year concerned application of correspondence courses to graduate program requirements and off-campus graduate study centers.

Liberal Arts Deans. CIC liaison with the independently constituted Liberal Arts Deans group has resulted in the fostering of a number of productive cooperative projects among the eleven universities. These include programs in languages, coordination of study-abroad projects, and exchange of information leading to consideration of other potential areas of cooperation.

Under the chairmanship of Dean Dewey B. Stuit of The University of Iowa, the Deans have met in the past academic year to exchange information on administrative matters affecting their areas of responsibility and to consider joint projects proposed under CIC auspices.

At the Deans' most recent meeting in March, 1970, consideration was given to continued development of operative

CIC language programs as well as to a projected new junior-year program in Brazil. The Deans also discussed the benefits to be derived from further analysis of certain high-cost programs on the member campuses and possible launching of effective cooperative efforts in these areas.

Honors Directors. The CIC Honors Conference, an annual meeting of honors directors from the member institutions, met in April, 1970 at the Kellogg Center on the campus of Michigan State University for a two-day program of discussions. Included in the agenda were the following topics: financing honors programs; faculty and the honors program; impact of innovative programs (pass-fail grade system, etc.) on honors quality of achievement; publication of honors work and information; and information dissemination. The continuing series of discussions has added a large fund of knowledge and shared experience to the consideration of honors programs at the member institutions.

Between conferences, the honors directors maintain information exchange and circulate lists of honors students who are potential graduate school applicants. All of these activities provide leadership in a vital area of university concern.

Summer Session Deans. To provide an interchange of information about the many unique summer programs held on CIC campuses, a group of summer session deans has developed a consolidated listing of such offerings. This list, incorporated in the summer bulletins of the CIC schools, furnishes students with a valuable guide to the availability and location of such programs. By thus encouraging students to seek out summer educational opportunities on different CIC campuses, the project also helps reduce the risk of uneconomical enrollments associated with the more unusual summer programs. The offerings may be regular credit courses, special workshops, or short conferences. To be accepted for the consolidated listing, the program must be considered unique on the basis of intrinsic course content, strong laboratory, library, or field facilities, or some other factor which gives it a status virtually unduplicated at any other CIC institution. The goal of the program is simply to enrich the educational experiences of students at CIC institutions and at the same time to husband the resources of these universities by pooling information about such offerings.

Other Activities

Special University Studies. The CIC, with the assistance of its staff, conducts a variety of special studies of certain areas of administrative operation at the member universities. The studies are in the nature of surveys undertaken for the purposes of information exchange among these institutions. They have included compilations of information on personnel procedures, employee benefits, computer rates and policies, and others.

Information Source for Government Leaders. Information concerning interuniversity cooperation and certain other aspects of American higher education is readily available from the CIC office. Requests for such information are regularly received from government offices and political decision-makers on both the state and national levels. In addition, governors, state legislative leaders, and Congressmen are kept abreast of developments in interinstitutional cooperation through publication and distribution of a regular series of CIC reports.

Counsel to Other Cooperative Organizations. Educational groups within the United States, as well as in foreign countries, have requested the CIC's assistance in planning cooperative ventures along the lines of the CIC. Inquiries have been made in particular on behalf of developing countries where the establishment of interinstitutional patterns is seen as both feasible and highly practical in the building of new facilities in higher education. Requests for information have also come from groups in Canada, England, France, the Philippines, and other countries. The CIC responds to all such requests and tries to provide helpful answers to all inquiries about its operations.

An Invitation to Cooperation

The success of the CIC idea depends upon those to whom a sharing of resources would be most meaningful. The CIC provides an organizational framework for cooperation and strives to encourage promising ventures within this framework. Its future therefore remains in the hands of the faculties and administrators whom it was formed to serve.

Faculty members with suggestions for possible cooperation are invited to forward proposals to the institutional CIC members listed on Page 50 or to the CIC staff office. "Seed grants" are available to faculty groups formed to explore cooperative possibilities.

Financial Statement

July 1, 1969-June 30, 1970

	Staff Office Funds	Conference Seed Grant Funds	Project Grants	Total
Balance carried forward as of July 1, 1969	$ —	$64,981.31	$ 29,190.92	$ 94,172.23
INCOME				
CIC Universities	99,000.00	853.99*		99,853.99
National Air Pollution Control Administration:			96,762.07	96,762.07
National Science Foundation:			70,665.00	70,665.00
Biometeorology Graduate Training Program				
U. S. Department of State (AID):				
CIC-AID Seminar-Workshop			97,765.00	97,765.00
U. S. Office of Education:				
Far Eastern Language Institute			40,000.00	40,000.00
Slavic Institute			25,000.00	25,000.00
South Asian Institute			40,000.00	40,000.00
Total Funds Available (Balance and Income)	$99,000.00	$65,835.30	$399,382.99	$564,218.29

* Refund from seed grant awarded during previous fiscal year.

	Staff Office Funds	Conference Seed Grant Funds	Project Grants	Total
EXPENDITURES AND ENCUMBRANCES				
Staff Office:				
Salaries and employee benefits...	69,765.99			69,765.99
Travel	3,511.65			3,511.65
Supplies, equipment and other office expenses	6,027.41			6,027.41
Publications and printing	9,278.97			9,278.97
Office rental and utilities.....	5,295.86			5,295.86
Conference Seed Grants.....		20,971.02		20,971.02
Project Grants:				
Biometeorology Graduate Training Program			167,427.07	167,427.07
CIC-AID Seminar-Workshop ...			97,765.00	97,765.00
Far Eastern Language Institute.			40,000.00	40,000.00
Slavic Institute			25,000.00	25,000.00
South Asian Institute.....			40,000.00	40,000.00
Geology Course-Content Improvement			15,190.92	15,190.92
Total Expenses and Encumbrances.	$93,879.88	$20,971.02	$385,382.99	$500,233.89
SUMMARY				
Total Funds Available (Balance and Income)	$99,000.00	$65,835.30	$399,382.99	$564,218.29
Total Expenses and Encumbrances.	93,879.88	20,971.02	385,382.99	500,233.89
Balance as of June 30, 1970	$ 5,120.12	$44,864.28	$ 14,000.00	$ 63,984.40

The Committee on Institutional Cooperation

MEMBERS

The Committee on Institutional Cooperation consists of an administrative officer from each member university.

Robert L. Clodius, CIC Chairman *Vice President*	University of Wisconsin
John E. Cantlon *Provost*	Michigan State University
Joseph R. Hartley *Vice President and Dean for Academic Affairs*	Indiana University
Ray L. Heffner *Provost*	University of Iowa
John W. Hicks *Executive Assistant to the President*	Purdue University
Lyle H. Lanier *Executive Vice President and Provost*	University of Illinois
James A. Robinson *Vice President and Provost*	Ohio State University
Arthur M. Ross *Vice President for State Relations and Planning*	University of Michigan
J. Lyndon Shanley *Associate Dean*	Northwestern University
Stanley J. Wenberg *Vice President for Coordinate Campuses and Educational Relationships*	University of Minnesota
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